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The Planning Profession

Planners assist in creating opportunities related to the preservation and enhancement of community life, the protection of the environment, the promotion of equity, and the management of urban growth and change. Planners address numerous public issues affecting where people live, work, and play; where they shop and receive medical attention; how they get from place to place; what communities look like; how communities work; and how we use our resources. Some planners function as technical analysts or researchers, others as designers or program developers, some as social change agents, and still others as managers or educators.

Planning is a highly interdisciplinary profession. For planners to develop plans, programs, and policies, they have to assess, understand and communicate the social, economic, political, and environmental consequences of urban policy options. Specializations in the field include land use and environmental planning, economic development, housing and community development, transportation planning, urban design, historic preservation, and geographic information systems. Planners work in a variety of public agencies—city, county, state and federal—as well as in private planning consulting firms, public utilities, community development corporations, foundations, and non-profit organizations.

The Program

The Master of City & Metropolitan Planning (MCMP) program focuses on preparing students for careers in the planning profession. Along with coursework in urban processes, history, law, theory, research, and analysis, the program features community-based workshops, urban design studios, and an individualized professional project. Students also have the opportunity to create an area of concentration to suit their professional interests using one of the department’s four specialization areas—smart growth/transportation, ecological planning, small town and resort town planning, and urban design—or by crafting one of their own in consultation with faculty. In addition, the department offers graduate certificates in real estate development, historic preservation, and urban design, which students may integrate into their degree program.

Program History

The undergraduate program in urban planning was first authorized in 1978 as an intercollegiate initiative housed in the Department of Geography. In July 2003, the program was transferred to the Graduate School of Architecture, which was renamed the College of Architecture + Planning. Soon after, with assistance from the George S. and Delores Doré Eccles Foundation and the university administration, the program’s faculty grew and in 2004 the Utah Board of Regents approved a master’s degree and a graduate certificate in urban planning. Enrollment in both graduate and undergraduate programs grew rapidly impelling further expansion in both adjunct and regular faculty. In July 2008, the Urban Planning Program became the Department of City & Metropolitan Planning (CMP) and the master’s degree was renamed the Master of City & Metropolitan Planning (MCMP). This degree was accredited by the Planning Accreditation Board in 2010 and is the only accredited program in a five-state region that includes Utah.
Idaho, Montana, Nevada, and Wyoming. In recent years, the department has continued its rapid growth with the addition of a PhD in Metropolitan Planning, Policy, and Design; a Master of Real Estate Development (MRED) (in conjunction with the university’s business school); graduate certificates in Real Estate Development and Urban Design; the Metropolitan Research Center; and the Ecological Planning Center. Beginning in 2015, the department plans to begin offering two dual degree programs: one that combines the MCMP with the Master of Real Estate Development, and another that combines the MCMP with the Juris Doctor.

**CITY & METROPOLITAN PLANNING GOALS AND OBJECTIVES**

As a profession, planning assists communities in managing social, economic, and environmental change at a variety of geographic scales within diverse cultural and ecological contexts. As an academic discipline, planning seeks to understand the structure and function of cities and regions, the conditions for their effective governance, and their roles in a global network of urban places. Building on these professional and intellectual values, with a focus on their application to issues and opportunities in the western US, the MCMP program is designed to:

**Goal 1: Core Values**
Integrate environmental sustainability, resilience of the built environment, social equity, and normative economic efficiency throughout the degree program.

**Objective:** Utilize ecological/systems approaches to emphasize interdependency, equity, sustainability, and resiliency in course objectives, student projects, and studio workshops.

**Goal 2: Communication**
Equip planners to meaningfully engage a diverse society by fostering the development of interactive communication skills, including active listening, the understanding of a plurality of perspectives, and the ability to effectively communicate with a diverse range of audiences.

**Objective:** Design each course, student capstone project, and workshop/studio to foster the development of one or more interactive communication skills.

**Goal 3: Collaboration**
Provide planners with an understanding of the many disciplines and interests that intersect with city & metropolitan planning and the skills to effectively collaborate with representatives of those diverse disciplines and interests.

**Objective:** Incorporate into the curriculum courses, materials, and perspectives from a wide range of allied disciplines; foster the development of effective collaboration skills; and encourage students to take courses in other departments for their electives.

**Goal 4: Leadership**
Provide leadership in the teaching, research, and practice of planning.

**Objective:** Nurture faculty and students to provide leadership in their respective fields of work.

**Goal 5: Innovation**
Continually seek and employ new knowledge, methods, and techniques through innovation and creativity.

**Objective:** Encourage faculty, alumni, and students to expand research into substantive areas that provide new levels of understanding in their respective fields and to incorporate those insights into their creative work, teaching methods, and service.
The MCMP program is nationally recognized and upholds high standards among faculty, students, and our contributions to the larger community. In particular, we aim to be a leader in our extended region. The Wasatch Front, our principal client, will grow from two million to five million by mid-century – in a land area equivalent in size to Long Island, NY. Other clients include the southwestern part of the state that may grow to one million just past mid-century; and major portions of Idaho, Montana and Wyoming that have a cultural affinity to Utah. It is in this extended region that we aspire to be the leader in planning education, research, and engagement. Students who graduate from this program will be able to:

- Undertake research and practice in substantive areas of planning including transportation, land use, sustainability, smart growth, environmental and ecological planning, urban design, urban systems analysis, and planning law.
- Skillfully employ both quantitative and qualitative research methods.
- Use collaborative techniques, especially working in small groups and with non-professional audiences.
- Develop plans, evaluate them, and advance alternatives.

## City & Metropolitan Planning Faculty & Staff

### College & Department Administration

**Keith Diaz Moore**  
College Dean; Professor  
diazmoore@utah.edu

Keith Diaz Moore is Dean of the College of Architecture and Planning. He is a registered architect with degrees from the University of Illinois (B.S.), University of Minnesota (M.Arch.) and the University of Wisconsin (Ph.D.).

Dr. Diaz Moore is a passionate advocate and an international expert in the connection between culture, health and place, particularly in the area of design for people experiencing dementia with several books, over 30 refereed publications and more than 100 presentations on the topic. He recently completed a visiting appointment at the Centre on Ageing and Supportive Environments at the University of Lund (Sweden) and founded the interdisciplinary Resilient Lifestyles Lab at the University of Kansas which explores the positive influence good design has on healthy living.

A recognized leader in socially-responsive design, he is past chair of the Environmental Design Research Association, current president of the Architectural Research Centers Consortium, and a previous winner of the Architecture for Social Justice Award (a program funded by the National Endowment of the Arts). He was elected to the Board of Education for USD 497 in April 2011 and co-led the bond planning committee for a $92.5 million bond passed in April 2013.

In his teaching, Dean Diaz Moore emphasizes experiential learning particularly through problem-based service learning in projects and the importance of theory serving as a powerful frame through which to situate a problem. He strongly believes that human-
centered design thinking rooted in interdisciplinary collaboration is what architects, designers, and planners bring to addressing today’s global challenges. Whether in his academic, professional or community roles, he is an ardent proponent for the power of good design to promote social wellbeing.

**Nan Ellin**  
**Department Chair, Professor**  
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Nan Ellin is Professor and Chair of the Department of City & Metropolitan Planning and a Leadership Fellow at the University of Utah. She holds an M.A., M.Phil., and Ph.D. from Columbia University and a B.A. from Bryn Mawr College and has served on the faculty of ASU, University of Cincinnati, Southern California Institute of Architecture (SCI-Arc), University of Southern California, and New York University.

Ellin's new book *Good Urbanism* (2012) describes a paradigm shift in urban design and urban planning beyond sustainability to prosperity. She is also the author of *Integral Urbanism* (2006) and *Postmodern Urbanism* (1996); she collaborated with Edward Booth-Clibborn on *Phoenix: 21st Century City* (2006), and is the editor of *Architecture of Fear* (1997). Ellin was a Fulbright Scholar in France where she carried out research on the European New Urbanism. Her writings have been translated into French, Spanish, Italian, Portuguese, Swedish, Norwegian, Danish, Dutch, Farsi, Lithuanian, Serbo-Croatian, Korean, and Chinese. Many of her scholarly articles and her collection of public scholarship, *Desert Urbanism*, can be found at [http://www.nanellin.com](http://www.nanellin.com).

Ellin has delivered over 100 invited lectures in the U.S. and abroad on good urbanism, integral urbanism, sustainable urbanism, authentic urbanism, placemaking and community building, the envisioning process, desert urbanism, and the creative city. She was the driving force behind canalscape, an initiative to create vital urban hubs throughout metropolitan Phoenix where canals meet major streets. Canalscape has received an Arizona Humanities Council Grant and an APA Arizona Award, and has been designated a Green Phoenix initiative by the Mayor and an Arizona 2012 Centennial Legacy Project by the Governor. Ellin is currently a member of the Reinvent Phx team, working with the City of Phoenix to improve the area along light rail, including several canalscape projects.

Ellin directs the Salt Lake City Workshop, bringing together students from around the university to envision best possibilities and catalyze positive transformation. She currently serves as Chair of the Mayors’ Cultural Core Committee, helping the City and County achieve their shared vision of a more vibrant arts and culture scene in Salt Lake City.

**Keith Bartholomew**  
**Associate Dean; Associate Professor; MCMP Coordinator**  
[bartholomew@arch.utah.edu](mailto:bartholomew@arch.utah.edu)

An environmental lawyer, Professor Bartholomew received his Juris Doctor from the University of Oregon and worked for ten years as a staff attorney for 1000 Friends of Oregon, where he was the director of “Making the Land Use, Transportation, Air Quality Connection”
(LUTRAQ). Prof. Bartholomew is also the former associate director of the Wallace Stegner Center for Land, Resources and the Environment at the S.J. Quinney College of Law.

Professor Bartholomew’s current research focus is assessing the extent and nature of land use-transportation scenario planning in U.S. metropolitan areas. Professor Bartholomew’s other research work is focused on accessibility based transportation planning processes, legal issues inherent in transit-oriented development, public participation in transit facility design, the use of expert panels in transportation analysis, and the use of values-based communications in planning and urban design processes.

Professor Bartholomew is a member of Oregon State Bar, the American Planning Association, and Women’s Transportation Seminar, and is a Trustee for the Utah Transit Authority.

**Jeannette Benson**

Administrative Officer/ MCMP Advisor  
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Jeannette Benson joined the CMP department in 2008. She was awarded the College of Fine Arts Staff Excellence award at the U and has over 26 years combined experience at two major Utah Institutions of Higher Education: Southern Utah University and the University of Utah, working in the College of Science, College of Fine Arts and the College of Architecture + Planning. She is a native of Utah and has an on-going love of 4-wheeling and other outdoor recreation. She balances this with her interest in interior and fabric design and spending time with her family.

**Saolo Betham**

Recruitment & Admissions Advisor  
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Saolo Betham joined the College of Architecture + Planning in 2014. She received her undergraduate degree in Urban, Rural, and City Planning from BYU. Previously, she worked as an AmeriCorps VISTA member for 1010 Development Corporation in Downtown Los Angeles as well as the coordinator for the Five Parks Community Action Center in West Valley City. Originally from Hawaii, Saolo now calls Utah home and enjoys live music, college football, and camping.

**Department Faculty**

**Reid Ewing**

Professor  
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Reid Ewing, Ph.D., is a Professor of City and Metropolitan Planning, associate editor of the Journal of the American Planning Association, and columnist for Planning magazine, writing the bi-monthly column Research You Can Use.
Earlier in his career, he was director of the Voorhees Transportation Center at Rutgers, research professor at the National Center for Smart Growth, state representative from northwest Tucson, and analyst at the Congressional Budget Office. He holds master’s degrees in Engineering and City Planning from Harvard University, and a Ph.D. in Urban Planning and Transportation Systems from MIT.

Ewing’s work is aimed at planning practitioners. His eight books include Pedestrian and Transit Oriented Design; Growing Cooler—Evidence on Urban Development and Climate Change; and Best Development Practices, listed by the American Planning Association (APA) as one of the 100 “essential” books in planning over the past 100 years. His 70 peer reviewed articles include “Travel and the Built Environment: A Meta-Analysis” (recipient of APA’s Best Article of the Year); “Relationship Between Urban Sprawl and Physical Activity, Obesity, and Morbidity” (the most widely cited academic paper in the social sciences as of 2005); and “Is Los Angeles-Style Sprawl Desirable?” (listed by APA as a Classic Article in urban planning). According to a recent citation analysis, Ewing’s work is the 11th most highly cited among US planning academics.

Joanna Ganning
Assistant Professor
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Dr. Joanna P. Ganning joined the University of Utah in 2013, serving as the Executive Director of the Metropolitan Research Center and as an Assistant Professor in City and Metropolitan Planning. Her research focuses on place-based economic development and natural resource management.

Having grown up in West Virginia, Dr. Ganning has a keen interest in rural and regional economic development. After having lived in Phoenix, Paris, Washington, D.C., and St. Louis, (where she served on the faculty of Saint Louis University), her research addresses various types of places and spatial scales. Recent projects aim to provide data-driven analyses of potential responses to issues of vacancy, disinvestment, and redevelopment, and to understand the demographic and economic mechanisms at play in shrinking cities.

Dr. Ganning also works on issues relating to coupled human-natural systems, focusing primarily on the relationships between economic development and natural resource management. Dr. Ganning’s research has been funded by various organizations and agencies, including the Rural Sociological Society, the Department of Housing and Urban Development, the National Endowment for the Arts, and the National Institute for Transportation and Communities.

Currently, Dr. Ganning teaches courses in Geographic Information Systems (GIS), research methods, and academic publishing (taught as a doctoral seminar). In the past, she has taught urban & regional development theory, land use planning, and a capstone seminar for Masters students.

Dr. Ganning earned a Ph.D. in Regional Planning at the University of Illinois Urbana-Champaign. She holds a Masters degree in Urban and Regional Planning from Virginia Tech and a BS in Environmental Resource Management from Penn State University.
Stephen Goldsmith
Associate Professor-Lecturer
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Stephen Goldsmith’s work in the field has been across multiple disciplines. Prior to his position as Planning Director of Salt Lake City he was the founding director of Artspace, a Community Development Corporation creating affordable housing, live/work space and incubator spaces for both for-profit and non-profit businesses. During his 20 years as its director, he developed more than 400,000 square feet of mixed-use space, which has been recognized both locally and nationally for its innovation, architectural excellence and as examples of social and environmental responsibility.

As a Loeb Fellow at Harvard’s Graduate School of Design, Professor Goldsmith conducted research on ways to change Low Income Housing Tax Credit policy to include mixed-use projects, as well as exploring the epidemiological impacts of the automobile. During his fellowship he arranged a symposium on sprawl at the Dessau Institute of Architecture at the Bauhaus, which was followed by an international symposium and exhibition titled FitCities held during the 2002 Olympic Games. He also served as the National Director of the Rose Architectural Fellowship Program for Enterprise Community Partners.

Professor Goldsmith’s work also includes award winning design collaborations on large scale, environmental installations. These include the daylighting of City Creek, the transformation of a brownfield into a city park, and large-scale water features including the Seven Canyons Fountain in Liberty Park, and Headgates at the Salt Lake Community College.

Professor Goldsmith serves as the Executive Director of the Center for the Living City, a non-profit organization created in collaboration with Jane Jacobs prior to her death in 2006. The Center’s purpose is to enhance our understanding of the complexity of contemporary urban life and through it, promote increased civic engagement. A central part of the Center’s work is the creation of the Urban Ecology Network. With support from the Rockefeller Foundation, Professor Goldsmith created an award-winning book celebrating Jacob’s ideas titled What We See; Advancing the Investigations of Jane Jacobs. Currently he is working with Island Press and the Knight Foundation to bring Jaime Lerner’s iconic book Urban Acupuncture to English speaking audiences around the globe.

Professor Goldsmith teaches courses in Urban Ecology, Green Communities, Ethics in Shaping Communities, and Empathic Sustainability.

Sarah Hinners
Assistant Professor-Research
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Sarah Hinners is a landscape and urban ecologist. She holds a B.A. in Geography and Environmental Studies from McGill University and a PhD. in Ecology and Evolutionary Biology from the University of Colorado, Boulder. As a scientist in a planning department, she is focused on bridging the gap between science and academic research and real-world applications. Within the Metropolitan Research Center, she currently
coordinates the modeling and integration of over 20 research-based modules as part of the development of the scenario-planning software, Envision Tomorrow Plus.

Professor Hinners’ research interests focus on the ecological, economic and social roles and value of green infrastructure in and around cities. Her PhD. research examined the effects of suburban development and suburban green space on the community ecology of wild bees in the Denver, Colorado metropolitan area. She is currently working on mechanisms that facilitate inclusion of ecosystem service values and natural resource data in scenario planning calculations. She is also interested in spatial modeling of urban areas and urban growth.

In Colorado, she was involved in the early growth of a now-established ecological restoration volunteer organization, Wildlands Restoration Volunteers, and spent two years of graduate school on an NSF fellowship working on science outreach in local middle school classrooms. While in graduate school, she also co-authored a lab manual of animal behavior and her research has been published in a variety of ecological journals. She is married to a molecular biologist, is the mother of two boys, and is an avid gardener and beekeeper.

Michael Larice
Associate Professor
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Michael Larice is an Associate Professor of Urban Design and City Planning. Although he is an architect, city planner, and urban designer, he is primarily an urbanist. His professional and academic work focuses largely on the urban design of livable places - streets, housing, neighborhoods and cities. He takes a comparative approach in teaching and research to help better understand the various urbanisms and urban theories that operate concurrently across the country and around the world - how places overcome struggle, why they survive, and what makes them thrive. This pluralistic and pragmatic approach to design helps students build skills, operationalize theory, and approximate the challenges they will find in their professional lives after graduation.

In his teaching he stresses the importance of contextual response and interdisciplinary collaboration for the success of projects and their sustainability over time. Many of his urban design studios are partnered with client cities trying to solve very real public realm and development problems; among these clients are the cities of Cottonwood Heights and Park City, Utah; Abu Dhabi; Oranjestad, Aruba; Philadelphia; and Vancouver. In 2014 Professor Larice launched the Utah Urban Design Monograph Series.

After a very successful First Edition of The Urban Design Reader (2006), a second edition (with co-editor Elizabeth Macdonald) was published by Routledge in December 2012. It provides a collection of important historical and contemporary writing that defines the field of urban design. Professor Larice is currently working on research projects associated with quality of life and livability of urban arterials and new streetcar lines in the United States. His previous research looked at dense urban neighborhoods, development approvals processes, and slum upgrading.

Professor Larice holds a PhD in City Planning from the University of California, Berkeley, where his dissertation work in urban design focused on the form and livability of high density neighborhoods in North America. He holds a Master of Architecture and a Bachelor of Arts in Design from UCLA.
Brenda Case Scheer is a Professor of Architecture and City and Metropolitan Planning at the University of Utah. She is a Fellow of the American Institute of Architects and a Fellow of the American Institute of Certified Planners. She was dean of the College of Architecture + Planning from 2002-2013. She graduated with Bachelor’s and Masters degrees in architecture from Rice University and was a Loeb Fellow at the Harvard Graduate School of Design.

As dean, she rebranded the College, formerly the Graduate School of Architecture. As a result of her efforts, the College boasts one of the most well regarded urban planning departments in the US and has interdisciplinary programs in product design, preservation, and sustainability. New degrees in the College include a Ph.D. in planning, a Masters of Real Estate Development (with the Business School), and a recently accredited graduate degree in City and Metropolitan Planning.

She was appointed an Assistant Professor at the University of Cincinnati and continued a successful urban design practice. Professor Scheer is also a scholar specializing in urban form, with 19 research grants or contracts, and twenty-six book chapters and journal articles. Her most recent book is The Evolution of Urban Form: Typology for Planners and Architects, (October 2010). Her research also focuses on design and planning policy. The mission of her research is to provide theory and guidance to designers and policy makers who combat sprawl and protect significant places.

Professor Scheer is an active leader in local and national community organizations, including her current and past service on the Girl Scouts of Utah Board, the AIA Utah Board, the Capitol City Committee, the Utah APA board, the Envision Utah board and executive committee, the Artspace board, the Salt Lake County Center for the Arts Board, the national Landscape Architecture Foundation, and the Salt Lake City Redevelopment Advisory Committee.
The Master of City & Metropolitan Planning (MCMP) degree requires that students successfully complete 49-51 credit hours. The following outlines the MCMP degree requirements for students entering the program fall semester 2012 or later. Students who entered the program earlier than fall 2012 should consult the CMP website or the MCMP advisor for program requirements.

Core Course Credits: 27-29
Elective Credits: 18
Professional project: 4
Total number of credits needed to graduate: 49-51

Recommended Preparation for the MCMP Program
Prior to beginning the MCMP degree program, students are strongly encouraged to have coursework or demonstrative experience in the following areas:

1) Public speaking
2) Statistics
3) Computer technology, including basic competency in spreadsheets, word processing, internet searching, and computer-aided library research (for more information about the department’s computer literacy expectations, please see the CMP webpage).

Core Courses (27-29 credit hours)
Students should take the following courses during their first year in the program:¹

- 6010 Urban Research (3)
- 6100 Urban Theory & Form (3)
- 6260 Land Use Law (3)
- 6430 Planning Communication (3)
- 6610 Urban Ecology (3)

Students should take the following courses after completing the 1st year curriculum, listed above:

- 6240 Reason, Power, and Values (3)
- 6322 City & Metropolitan Economics (3)
- 6280 Graduate Workshop (3) OR 6445 Urban Design Studio I (5)

Elective Courses (18 credit hours)
MCMP students must complete at least 18 credit hours of elective coursework. Most students satisfy this requirement by taking six, three credit-hour courses, although other permutations are possible. All 6000-level non-core courses in the CMP department are eligible to be used for

¹ All course numbers are preceded by “CMP” on the university general catalog and course schedule webpages.
elective credit. Other graduate-level courses in the College of Architecture + Planning and in other colleges in the university may also be used for elective credit, with prior approval by the MCMP coordinator.

In selecting elective courses, students may choose to concentrate in one or two areas of planning practice or distribute their selections more broadly. Students may elect to take advantage of the department’s four specialization areas, described below, or craft their own area of concentration. Students are urged to seek the advice of departmental advisors and faculty in making these choices.

**Specialization Areas**

The MCMP program has four specialization areas that reflect the strengths of the program’s faculty and represent some of the major currents in the planning profession today. Students who want to concentrate their studies in one of these specializations need to take an introductory course and a methods course, plus two electives in the area of specialization. Please see the MCMP Advisor for the current list of approved courses for each specialization.

**Ecological Planning.** Ecological planning is a way of approaching the challenges and opportunities of human settlements in the 21st century, so as to create human habitat that is ecologically integrated, builds on local assets and values, and optimizes social and ecological well-being. The Ecological Planning specialization is designed to develop ecological literacy in a planning context and to empower students with research, methods and approaches to implementing an ecological worldview in the practice of urban planning. The acquired language, skills and understandings are valued in a range of employment opportunities including departments of health and environmental quality at all levels of government, metropolitan planning organizations, municipal planning departments and planning consultancies.

**Smart Growth/Transportation.** Smart Growth is a particular field of planning practice and research that aims to preserve public goods such as air, water, and land; secure positive land-use interactions and avoid adverse ones; effectively enhance economic/fiscal benefits; create desirable and resilient places; and apportion benefits and burdens equitably. Multimodal transportation systems are one the key drivers of smart growth, or its alias, compact development. A highway dominated transportation system encourage sprawl, while a multimodal system encourages compact development. A multimodal system gives highest priority to non-motorized travel and land use patterns that make it feasible, secondary priority to transit travel and the land use patterns that make it feasible.

**Urban Design.** Urban design is the practice of shaping cities and settlement patterns. The field bridges the professions of city planning, architecture, landscape architecture, engineering, government, and real estate development. Although the design of cities has been practiced for millennia, the field was reborn in the late 1950s in response to dissatisfaction with modern urbanism and the ill effects of placelessness. Since then, a prime concern for urban designers has been the creation of valued and memorable places that contribute to larger social, economic, and environmental goals. Growing in importance, urban design is critically embedded within the debates and issues of contemporary society: natural resource depletion, sustainability, sprawl, climate change, the wealth gap, economic and environmental resiliency, and urban livability.

**Small Town and Resort Town Planning.** This specialization introduces students to the planning issues particular to small and resort towns as well as planning in rural areas. Some of these issues include community and economic development, community engagement, historic preservation, land conservation, and interfacing with large and small farming.
Professional Project (4 credit hours)
6971 Professional Project (4)

Every MCMP student must complete a professional project that meets the Guidelines for Professional Projects outlined in later sections of this handbook.

Academic Program Completion Plans
To assist students in planning their course of study and to facilitate administration of the MCMP program, all MCMP students are required to complete and submit an Academic Program Completion Plan to the MCMP Advisor by the end of their second semester in the program. The Completion Plan is a form (see p. 20, below) that briefly outlines the requirements of the degree program, gives guidance on when to take core courses, and provides students the opportunity to plan out the schedule of courses they plan to take to complete their degree. As students advance through the program, they should update their Completion Plan as necessary so that it continues to accurately reflect the student’s progression toward graduation. The Completion Plan then provides the basis for assessing the student’s readiness for graduation.

CORE COURSE DESCRIPTIONS

First-Year Core Courses

6010 Urban Research (3 credit hours)
Applied quantitative data analysis using spreadsheet and other software. Data sources, dataset development, descriptive statistics, trend analysis, measures of concentration, similarity, and distribution. Planning applications of demographic and economic analysis including population estimation, residential segregation, economic base identification and shift share analysis.

6100 Urban Theory & Form (3)
Introductory survey course about theories of urbanism, urban formation, spatial structure, comparative urbanism, the dynamics of urban areas, contemporary urban challenges, economic restructuring and globalism, and strategic responses for evolving human settlements. The course also covers the history of urban form and city-making.

6260 Land Use Law (3)
Case law analysis of common law, constitutional, statutory, and regulatory principles inherent in American land use planning and zoning.

6430 Planning Communication (3)
Tools for planning communication including data display, graphic visualization, oral presentation, writing, audience targeting, community engagement, qualitative methods, and survey techniques.

6450 Geographic Information Systems in Planning (3)
The principles and concepts of geographic information systems (GIS) technology and its applications to planning problems through lectures, assigned readings and discussion. Laboratory sessions offer hands-on practice with GIS software. Together, these provide students with a working knowledge of GIS design principles and a software package for later use in other courses and professional practice.

6610 Urban Ecology (3)
The interplay of natural systems with human habitat and civilization. The course explores the potential for synthetic cooperation between natural and cultural systems, offers opportunities for corresponding design and planning applications, and advances methods for enhancing local ecosystem services. The course also includes a service-learning component.
Second-Year Core Courses

**6240** Reason, Power, and Values (3)
This course considers the tension that exists in democratic societies between scientific and experiential reason, political power, and human values as seen in the process of city-building. Exploration of this nexus is pursued through historical review, case study and emerging forms of planning practice.

**6322** City & Metropolitan Economics (3)
Economic foundations and their application to such planning studies as city and metropolitan form, public facilities, housing, economic development and the environment.

**6280** Graduate Workshop (3)
Places students in a real-world planning context while providing a Westside community with planning services. Students partner with specific Westside groups to map assets and design projects that address the community’s needs.

**OR**

**6445** Urban Design Studio I: Urban Design Elements (5)
Inter-disciplinary urban design studio on city-making elements and processes, including master planning, site design, project development, economic & environmental factors, infrastructure, strategic visioning, integrative design of buildings, public realm & urban systems. Note: Students pursuing a Graduate Certificate in Urban Design should take 6445 in the spring of their first year.

For descriptions of other MCMP courses, go to the University General Catalog at http://catalog.utah.edu/preview_entity.php?catoid=5&ent_oid=637&returnto=362

## Sequence of Courses

The MCMP curriculum consists of four stages that guide a student toward successful completion of the degree. It is important for students (and faculty) to understand how coursework and other program activities relate to each other as a process. Students enter graduate programs with a range of backgrounds; from having just completed undergraduate degrees through having several years of professional experience. For this reason we do not expect that all students will benefit in the same way from each stage, however, the overall process provides opportunities for reflection and assessment of individual progress.

The four stages of exploration, development, execution, and communication correspond to four semesters of full-time study. The following briefly describes each of the four stages along with a reflective activity for the student.

In the first stage or semester (exploration) a student focuses on core requirements that provide exposure to the breadth of planning issues and process. Students are encouraged to explore a range of planning topics and by the end of the semester articulate an area of interest that they will pursue through elective courses and other activities.

The second stage in the program represents a period of further development and refinement of a student’s interests and direction in planning. Typically the second semester will involve additional core courses along with a selected elective course or two. The level of topic/interest area refinement may depend on their background and work experience.

Before the end of their second semester, students are expected to complete and submit for approval two documents that, together, outline the direction the student wants to take for the remainder of their academic program. The **Academic Program Completion Plan** (see p. 20,
below) provides students with a structure for outlining how they will direct their studies in the remaining two semesters of their degree program, when they will be completing most of their elective courses. The Professional Project Approval Form (see p. 21, below) provides a structured way of conceptualizing the professional project students must complete as the capstone of their degree. Completing the form is a reflective exercise and should include a synthesis of academic and work experience as related to their topic. The Completion Plan and the Professional Project Form must be completed, approved, and on file with the department before the beginning of a student’s third semester (or after they have completed 24 credit hours).

We consider the third stage as a time for execution. After the exploration and refinement stages during the first year of study, graduate students should be actively seeking out approaches and methodologies pertaining to their selected area(s) of interest in planning. The execution stage is directly focused on carrying out the research involved for their professional project. Coursework during the third semester typically consists of advanced core courses and electives. Elective coursework should support the research theme of the student’s professional project, either substantively or methodologically.

Finally, in the fourth and final phase of the program, students focus on completion and communication through both their graduate workshop and professional project experiences. Preparation up to this point should involve a range of communication skills appropriate for professional planners. It is important to note that we expect graduate students to achieve a level of proficiency around communications skills that include the ability to observe and interpret their environment. It will be important that a student demonstrate these skills along with traditional presentation forms of communications for final project activities.

**Sample Sequence of Courses and Program Schedule**

<table>
<thead>
<tr>
<th>Stage 1 - Exploration</th>
<th>Stage 2 - Refinement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coursework</strong></td>
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<tr>
<td>CMP 6100 Urban Theory &amp; Form</td>
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</tr>
<tr>
<td>CMP 6430 Planning Communication</td>
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</tr>
<tr>
<td>CMP 6450 GIS in Planning</td>
<td></td>
</tr>
<tr>
<td>Elective #1</td>
<td>CMP 6010 Urban Research</td>
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<tr>
<td></td>
<td>CMP 6260 Land Use Law</td>
</tr>
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<td></td>
<td>CMP 6610 Urban Ecology</td>
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<tr>
<td></td>
<td>Elective #2</td>
</tr>
<tr>
<td><strong>Product</strong></td>
<td></td>
</tr>
<tr>
<td>Reflection on planning</td>
<td>Academic Program Completion Plan &amp; Professional Project Approval Form</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Stage 3 - Execution</th>
<th>Stage 4 - Communication</th>
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</thead>
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<td><strong>Coursework</strong></td>
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</tr>
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<td>CMP 6240 Reason, Power &amp; Values</td>
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<tr>
<td>CMP 6322 City &amp; Metro Economics</td>
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</tr>
<tr>
<td>Elective #3</td>
<td>CMP 6280 Graduate Workshop</td>
</tr>
<tr>
<td>Elective #4</td>
<td>OR</td>
</tr>
<tr>
<td>Elective #5</td>
<td>CMP 6445 Urban Design Studio I</td>
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<td></td>
<td>CMP 6971 Professional Project</td>
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<td></td>
<td>Elective #6</td>
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<tr>
<td><strong>Product</strong></td>
<td></td>
</tr>
<tr>
<td>Draft professional project</td>
<td>Final professional project &amp; presentation</td>
</tr>
</tbody>
</table>
GUIDELINES FOR PROFESSIONAL PROJECTS

The professional project is an opportunity for students to apply planning and analytic skills to a practical planning issue or research topic. Each professional project will be supervised by a minimum of two faculty members, with the first serving as the project advisor and the second as a reader. The project advisor should be a regular member of the CMP faculty with the reader (or readers) selected from among the community of university faculty (regular or adjunct). In some cases a reader may be selected from the community of professional planning practitioners.

Project advisors provide advice concerning the research issue, effective ways to frame the issue, and suggested methodologies. Students are responsible for selecting, organizing, and maintaining appropriate communications with their advisor and reader(s). While the specific articulation of the project will be left to the student and committee, the following are some helpful suggestions:

It is generally expected that each professional project will engage one or more steps in the rational planning process. Seven steps are frequently mentioned: (1) problem identification, (2) data collection and background analysis, (3) delineation of goals and objectives, (4) identification and assessment of solution alternatives, (5) execution of a choice among alternatives, (6) plan, project or program implementation, and (7) monitoring and assessment of the choice and implementation process.

The professional project may take on a variety of forms and should adhere to professional standards of presentation. All sources should be cited and properly referenced. If the project results in a report, it should contain both analysis and recommendations. Presentation standards required by the editors of the Journal of the American Planning Association and found on the Journal’s last page should be adhered to closely. More details are found on the MCP page of the department website: http://www.plan.utah.edu/?page_id=1032.

Oral presentation of Professional Projects

All Professional Projects are expected to be presented in oral form. Presentations are usually scheduled for the 14th or 15th week of the term. Faculty and students are invited to observe the presentations and to offer critiques and comments. After the presentation, the faculty advisor will work with the presenting student to determine which, if any, of the comments require alterations in the final project product.

ADMISSIONS

The University of Utah utilizes an online admission application system called ApplyYourself. For information on application deadlines and instructions, go to:

http://www.arch.utah.edu/cgi-bin/wordpress-cmp/?page_id=656

Undergraduate Grade Point Minimum

The University of Utah Graduate School requires applicants to have maintained at least a 3.0 GPA during the last two years of their undergraduate career. Exceptions to this policy require petitioning the Graduate School’s Graduate Council.
Graduate Record Exam (G.R.E.)
Applicants are required to take the Graduate Record Exam (GRE). Official scores must be received by the Department of City & Metropolitan Planning before the application deadline. Use the following codes to facilitate efficient reporting of your test scores: University of Utah school code is 4853, Department code is 4402. Applicants already holding a graduate degree or with significant professional experience may request a waiver of the GRE requirement. Contact the Admissions Advisor (betham@arch.utah.edu) for more information.

T.O.E.F.L.
A minimum score of 500 on the Test of English as a Foreign Language (TOEFL) (or a 61 on the iBT exam or a 6.0 on the IELTS) is required for international applicants.

Letters of Recommendation
Two letters of recommendation are required as part of the application process for admission to the MCMP program. Preferably, one of the two letters should be from an academic reference. The letters are to be submitted online through the ApplyYourself system.

Personal Statement
A statement of academic purpose is required with the application form. Applicants should describe their goals as they relate to a master’s degree in city and metropolitan planning. The personal statement should be two to three pages in length.

REGULATIONS AND ADMINISTRATION

Undergraduate Credit
In consideration of prior undergraduate experience, students with undergraduate coursework in Urban Planning/Ecology may petition to use 5000-level or higher classes to waive up to six credit hours of the MCMP program requirements. Credit used to earn an undergraduate degree may not be counted toward the MCMP and students must have received a grade of “B” or better in the courses. Students should discuss their specific circumstances with the MCMP advisor.

Transfer Credit
A student may petition to transfer up to six semester hours of graduate course work from an accredited college or university provided that:

- The course work was not used to satisfy requirements for a baccalaureate degree or another master’s degree,
- The course grade was at least a “B” (or equivalent),
- The course work is not more than four (4) years old when the transfer is approved,
- The student fulfills the residency requirements of the University of Utah.

Students seeking transfer credit will need to demonstrate the appropriateness of the proposed transfer credits to the MCMP program. At a minimum, this will require providing copies of course syllabi, catalog descriptions, and grade transcripts. In some cases, copies of course work products may also be required. Students should discuss their specific circumstances with the MCMP advisor.
Non-Matriculated Credit
Non-matriculated graduate credits are those graduate credits that students might accumulate prior to being formally admitted (matriculated) into a graduate degree program. According to Graduate School regulations, up to nine non-matriculated graduate credit hours, taken no more than three years prior to approval, may be counted toward meeting the MCMP requirements. Students should discuss their specific circumstances with the MCMP advisor.

Course Substitutions
Occasionally, students have completed course-work in other graduate degree programs that closely resembles the content of one of the core MCMP courses. In such circumstances, students may petition to substitute a core requirement with some other graduate-level course. Students seeking to make such substitutions should consult with the MCMP Coordinator.

Time Limit
Course work for the MCMP degree can be completed within two consecutive full-time calendar years; however, work is acceptable if it is completed within four consecutive calendar years. Time extensions beyond this must be approved by the Dean of the Graduate School.

Minimum Registration, Continuous Registration, and Leave of Absence
All graduate students at the University of Utah must maintain minimum registration of at least three credit hours of graduate level course work from the time of formal admission through completion of all requirements for the degree they are seeking unless granted an official leave of absence (see below). Students not on campus and not using University facilities during the summer are not expected to register for summer term. Students receiving scholarship or assistantship aid must maintain a schedule of at least 9 credit hours per term to be eligible for Graduate Student Tuition Benefits.

Students unable to maintain continuous registration as outlined above must file a Leave of Absence form for the semester(s) during which they will not be enrolled. Leave of Absence forms are available from the Graduate School’s web site, and must be submitted prior to the beginning of the semester of leave. The MCMP Coordinator and the CMP Department Chair must approve each request. After signatures have been obtained, the CMP office will forward the request to the Graduate School. At the end of the leave of absence, students must register for at least three credit hours in the CMP program, or make another request for a leave of absence. Students who do not meet the minimum registration requirements and who fail to obtain an approved leave of absence are discontinued as students of the University of Utah and can return only upon reapplication of admission and approval by the CMP department.

Grades
Students must achieve a minimum letter grade of B– to count a course toward the MCMP degree requirements. Courses with lower grades or with a credit/no-credit grading option will not be counted.

Minimum Grade Point Regulations
Students must maintain a minimum GPA of 3.0. Students whose GPAs fall below a 3.0 or who accumulate more than 3 incompletes will be placed on probation. Probation may carry specific requirements that the student must meet in order for probation to be removed. Students who are on probation may not take the Professional Project course. Students on probation for two consecutive terms will be asked to withdraw from the program.
Students may retake courses in an attempt to raise their grades. At the point of entry of the first grade, a student’s transcript will note that the course has been repeated. The new grade is shown in the semester in which the course is retaken. The student’s GPA is recalculated to eliminate the effect of the first grade and to recognize only the new grade.

**Incompletes and Work-in Progress Grades**
Occasionally, a student needs to discontinue work in a particular course before the semester is finished. An “I” (incomplete) can be given in such cases and needs to be cleared within one calendar year or the “I” will be converted to an “E” (failure) automatically. If the course is successfully completed, the “I” will remain on a student’s transcript and a letter grade will be inserted next to the “I”. Sometimes a “T” grade is used instead of an “I” for courses, such the professional project course, where students are engaged in independent research. Students can check the status of their grades by visiting the Campus Information System.

**Maximum Hours**
Graduate students are not permitted to register for more than 16 credit hours in any single semester.

**University of Utah Students Code Rights and Responsibilities**
The mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the university community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the right of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.

Students at the University of Utah are members of an academic community committed to basic and broadly shared ethical principles and concepts of civility, integrity, autonomy, justice, respect and responsibilities that follow. The Code of Student Rights and Responsibilities has three parts: Student Bill of Rights, Standards of Academic Performance and Standards of Behavior. Students are expected to be familiar with the contents of these provisions: http://www.regulations.utah.edu/academics/6-400.html

The University encourages informal resolution of problems, and students are urged to discuss their concerns with involved faculty members, the MCMP Coordinator, the CMP department chair, dean of the college, or dean of students. Informal resolution of problems by mutual consent of all parties is highly desired and is appropriate at any time.

In cases where a more formal resolution of problems is needed, distinct administrative procedures and time lines have been established in the Student Code for proceedings under the Standards of Academic Performance and Standards of Behavior. In special circumstances, the appropriate University administrator may extend these time lines in the interest of fairness to parties or to avoid injury to one of the parties or to a member of the University community.

The University, the Committees and all participants shall take reasonable steps to protect the rights and, to the extent appropriate, the confidentiality of all parties involved in any proceedings under the Standards of Academic Performance or the Standards of Behavior.
Reasonable Accommodation
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information for courses can be made available in alternative format with prior notification to the Center for Disability Services.

Academic Misconduct
Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one’s work, and inappropriately collaborating. Definitions of these and other terms can be found in the Student Code at http://www.regulations.utah.edu/academics/6-400.html. The Student Code (at section 6-400(V)) also specifies the required procedures that must be followed when disciplinary actions are taken in response to instances of academic misconduct. Possible sanctions for academic misconduct include “a grade reduction, failing grade, probation, suspension or dismissal from the program or the University, or revocation of the student’s degree or certificate. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing” (6-400(V)(B)). Pursuant to college policy, upon a student’s second occurrence of academic misconduct within the department, the department will follow the process outlined in the Student Code to seek the student’s dismissal from the student’s current academic program.

Financial Aid
Scholarships and teaching assistantships are awarded annually through the CMP department on a competitive basis. The positions are awarded each spring for the next academic year. Applicants to the MCMP program who are applying for fall admission can indicate their interest in receiving financial aid through the online admissions process. Continuing students and applicants applying for admission during spring and summer semesters can apply for financial aid through an application process instituted each spring semester. Contact the MCMP Advisor (benson@arch.utah.edu) for more information. In addition to scholarships and teaching assistantships, research assistantships are occasionally available, depending on available funding.

The Graduate School requires that students receiving scholarship or assistantship aid maintain a schedule of nine credit hours per term to be eligible for Graduate Student Tuition Benefits. Loans are available through the financial aid office in the Student Services Building. Please also check the scholarships available at the University of Utah financial aid websites at: http://www.sa.utah.edu/finance, and also at https://gradschool.utah.edu/tbp/finassit.php.

Student Life
Utah Planning Student Organization (UPSO) is dedicated to planning students studying in Utah. In addition to social activities each semester, UPSO organizes networking and educational opportunities for both graduate and undergraduate students. The organization also acts as the liaison between students and the Utah Chapter of APA. Membership is free and open to any student majoring in planning or any student interested in learning more about the profession. UPSO also gives students an opportunity to be more involved with leadership opportunities for students. Activities are funded by the generosity of the department and ASUU.
Academic Program Completion Plan for the Master of City & Metropolitan Planning  
(Beginning Fall 2012)

<table>
<thead>
<tr>
<th>Course Number and Name</th>
<th>Credit Hours</th>
<th>Term Recommended</th>
<th>Term Taken</th>
<th>Grade Received</th>
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<td>Fall, 2nd year</td>
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<td>CMP 6280 Graduate Workshop (3) OR</td>
<td>3 or 5</td>
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<td>CMP 6445 Urban Design Studio I (5)</td>
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Student Signature/Date: _______________________________________________

Advisor’s Signature/Date: _______________________________________________

Ω Students are expected to have basic competency in spreadsheets, word processing, internet searching, and computer-aided library research before taking this class.

§ Not recommended for 1st year students. Prior completion of CMP 6010, 6100, and 6260 strongly urged.

* Students pursuing a Graduate Certificate in Urban Design should take CMP 6445 in spring of their 1st year.
University of Utah  
City & Metropolitan Planning  
Professional Project Approval Form

This Form is to be filled out by the student and submitted electronically to the Chair’s office for approval (Jeannette.benson@utah.edu). If approved, the student will receive a class number in order to register for the Professional Project course (CMP 6971).

Student: ___________________________   Student I.D. #: ___________________________

Faculty Project Supervisor: _______________________________________________________

Additional Faculty Reader: _______________________________________________________

Semester: ________________ Year:_____________    Submission Date: ______________

Title of Project:  _______________________________________________________________

Project Description (use the space below, or append a separate page).

I. Objectives of the project:

II. How the project be undertaken (methodology):

III. Final project deliverables:

IV. Timeline for completion of the deliverables.
**Evaluation**: List the criteria by which the project will be evaluated.

Signatures of Agreement: ______________________   ____________________________  
                        Student  Faculty Project Advisor

Chair Approval: ______________________________   Approval Date:_____________